

The workload and time management of the training managers, trainers, and trainee are very critical to ensuring this form of teaching integrates well with existing practices. With respect to the scenario given, I will formulate a best practices guide for this trainer to follow when converting his program to a distance learning format.

Pre-Planning Strategies

The Trainer must successfully implement or address the proposed strategies before converting existing program. Evaluate your program using the check list below.

THE TRAINING MANAGER MUST:	YES	NO
Staff Training.		
Design workshop that brings cohesiveness to current training, and to develop active communicative community of practice among staff.	<input type="checkbox"/>	<input type="checkbox"/>
Investigate relevance of online support for face to face training sessions with supervisor, managers, and trainers. What do the trainees need? How can blended learning improve the effectiveness and relevance of current teaching approaches?	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum revision and alignment with management and trainers. Investigate how blended learning is instructionally (pedagogically) relevant to each individual session.	<input type="checkbox"/>	<input type="checkbox"/>
Development of online learning resources and activities for each training module based upon learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>
Familiarize staff on LMS, CMS, and online teaching to ensure engagement and effectiveness of each blended learning initiative.	<input type="checkbox"/>	<input type="checkbox"/>
Implementation/Evaluation.		
Create a Pilot Study from the curriculum revisions and alignment to determine which modules are best suited for F2F or online.	<input type="checkbox"/>	<input type="checkbox"/>
Create evaluation, survey, feedback and data forms for supervisor, managers, and trainers to address the success, improvements, suggestions, and revisions to the training curriculum before final format.	<input type="checkbox"/>	<input type="checkbox"/>
Application.		
Create a Pilot Session using selected trainees, supervisor, managers, and trainers to determine the level of student satisfaction with various aspects of both the F2F and online content modules.	<input type="checkbox"/>	<input type="checkbox"/>
Allow participants to give feedback of their experience using the discussion or message board within each module. *This will be the most important feedback that will determine if implementation of certain content within a module is appropriate for the learning environment.	<input type="checkbox"/>	<input type="checkbox"/>
Final Assessment of Feedback.		
Create a data analysis session with staff to address the overall outcomes of each module. *This will give a more comprehensive perspective of the learning outcomes from both the face-to-face and online environments.	<input type="checkbox"/>	<input type="checkbox"/>

Through the use of an active communicative community of practice among learners, the training program will be greatly enhanced. Simonson (2010) suggests that through collaboration, all students expand their knowledge, skills, and ability to self-assess their own progress. Working together creates a richer learning experience for the individual participant. Using a distance learning format also allows the trainees access the content whenever they need to. They no longer are passive learners, but are expected to participate in the learning process and the instructional settings. The application of such an environment requires the trainer to be selective in a variety of techniques for creating an interesting instructional environment. The trainer must think of strategies that engages the students in active rather than passive experiences (p. 189). The role now allows flexibility, experimenting, exploration, and creativity with technology at a distance. Through the use of discussions, forums, streaming video, wiki, podcasts, and other web 2.0 tools; the trainer can select methods of teaching that provides the learner with enough interaction and communication online. To encourage the trainees to communicate online, the trainer should:

- Structure the course, expectations, and assignments, and assessment process.
- Create a meet and greet session where students get to know each other. This will help bring a sense of trust among the trainees.
- Allow collaboration among trainees through discussions, Q & A, which allows the learners to be involved in their own learning.

In conclusion, it is important that the trainer prepare the trainees for learning experiences in both a face-to-face and online environment. The trainer must be creative and imaginative in the design and structure of the course. Successful implementation requires all participants involved to learn, train, support, and revise content to both face-to-face and online environment for its validity before converting.

Piskurich, G. (2010). Facilitating online learning [Video podcast]. Laureate, Inc.

Simonson, M., Smaldino, S., Albright, M., & Zvacek, S. (2009). Teaching and learning at a distance: Foundations of distance education (4th ed.) Boston, MA: Pearson.